

GEOCIENTIFIC LITERACY AS A COGNITIVE TOOL IN THE THIRD WORLD COUNTRIES

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Generally, the speeches about Environment and sustentability, are empty of contents and promote epistemologic obstacles that prevent to acquire capacities to improve the quality of life in the Third World countries. The geocientific literacy illuminates the interactions between the social, economic and natural systems and allows to extend citizen cultural horizons and to better understand natural capital concept. The possession of natural resources is less important than knowledge about its origin, location, uses, etc. Consequently, basic knowledge are needed to conquer the power to judge (to reward or punish) the public policies about those resources and to fight to improve the quality of life. The geocientific literacy constitutes a cognitive tool on environment protection. The students must know, and must know how to do. In order to promote critic attitudes and to resist destructive policies, education must include skills and attitudes, in addition to the bare concepts. An efficient literacy requires to abandon the foreign texts and to use the own texts. But it is necessary an active commitment of the geo-scientists in their own pedagogical formation and text production including local and regional examples. In this sense, is recommended to use landscape solving problems method, as a bridge to get discussions on environmental conflicts. It is important to show some common conflicts between the public and private interest in order to teach that science is not neutral and that citizens must pay attention to put it on the community service, not against people. * Universidad Nacional de San Luis - Argentina lacreu@unsl.edu.ar